

TRAINING

A. Definitions:

1. Academic training includes training in the arts and sciences for which college or university, including area community college, credit is given and which is generally considered to be applicable toward an Associate of Arts, Bachelors, or advanced degree.
2. Vocational training includes any organized form of instruction, which provides the knowledge and skills that are essential for performing in a vocational-technical area. Such knowledge and skills may be acquired through training in an institution, on the job, by correspondence, by tutors, or through a combination of any or all of these methods.
3. Prevocational training includes any form of basic training given for the acquisition of background knowledge or skill prerequisite or preparatory to vocational training, or to employment where the primary occupational knowledge and skills are learned on the job. Prevocational training that is considered day habilitation is funded by the county and not IVRS.
4. Work-adjustment training includes any training given for any one or a combination of the following reasons:
 - a) To assist individuals with disabilities, if needed, to acquire personal habits, attitudes and skills that will enable them to function effectively.
 - b) To develop or increase work tolerance prior to engaging in prevocational or vocational training, or in employment.
 - c) To develop work habits and to orient the individual to the world of work.
 - d) To provide skills or techniques for the specific purpose of enabling the individual to compensate for the loss of functional capacity.
5. Job coaching includes, but is not limited to, intensive on-the-job training necessary to teach an employee both the job duties and job-related responsibilities, such as transportation, coworker relationships, taking breaks, and other responsibilities that assure job retention.

Some job coaching activities, such as efforts to encourage the job candidate in medication maintenance, may take place away from the job site. These activities are justified if failure to provide them would probably result in the job candidate being unable to maintain employment. A plan for sustainability of the job must be developed in such a case.

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Iowa
**Vocational
Rehabilitation**
Services

6. Supported employment means competitive work in an integrated work setting with ongoing support services for individuals with the most significant disabilities (MSD) for whom competitive employment has not traditionally occurred, or has been interrupted or intermittent as a result of significant disabilities. Supported employment also includes transitional employment for individuals with chronic mental illness. It is limited to a period of 18 months, unless a longer period is established in the IPE.

a) Integrated work setting means job sites where:

- (i) most of the job candidate's co-workers are not disabled and the job candidate interacts on a regular basis, in the performance of job duties, with employees who are not disabled;
- (ii) a setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals, other than non disabled individuals who are providing services to the job candidate, to the extent that non-disabled individuals in comparable positions interact with other persons. (34CFR7(22)(12)(c)
- (iii) job candidates working on an enclave, where the employer of record is the competitive business, and the workers are dispersed throughout the business are considered to be working in an integrated, competitive work site.

b) Ongoing support services means services that are needed to support and maintain an individual with the most significant disabilities in supported employment. These services must be specified in the IPE and arranged or furnished by IVRS from the time of job placement until movement to extended services. Following movement to extended services, these are provided by one or more extended service providers or natural supports throughout the term of the individual's employment. At a minimum, these services must include twice-monthly monitoring at the work site to assess employment stability; unless it is determined in the IPE that off-site monitoring is determined to be more appropriate. If monitoring needed to maintain employment stability is provided off-site, it must, at a minimum, consist of two meetings with the individual and one contact with the employer each month.

c) Time-limited services means services that are:

- (i) needed to support and maintain an individual with the most significant disabilities in employment; and
- (ii) based on an assessment by the state of the individual's needs as specified in an Individual Plan for Employment; and
- (iii) provided for a period not to exceed 18 months, unless a longer period to establish job stabilization has been established in an IPE, before transition is made to extended services provided under a cooperative agreement between IVRS and other

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appropriate state agencies and private non-profit organizations to ensure collaboration in a plan to provide supported employment services to individuals with the most significant disabilities.

- d) Extended services means ongoing support services provided by a state agency, natural support, a private non-profit or any other appropriate resource. The financial support for the extended services is paid from funds other than those received from the state or federal VR program appropriation, supported employment appropriation, or federal Special Projects and Demonstration programs.
7. On the Job Training - This type of training program is developed by the counselor in close cooperation with the job candidate and the employer-trainer. A plan developed for such training is an agreement reached with a trainer to accept an agency job candidate for training for a specific job or job family. A job analysis must be completed to develop the trainee/employee training plan.
 8. Driver's Education – When driver's training is necessary it must be a service that is required and integral to successfully achieve the employment goal. If there is a sliding fee schedule applied by the school, whatever is required by the school for the job candidate participation is the amount IVRS would pay. The R-406 would then be applied to determine the level and extent of support provided. A search for comparable benefits is required. Training to learn how to use and operate vehicle modifications is not considered driver's education but rather training in the use of assistive technology and accommodations.
- B. Scope of Services:** The agency may provide training services as long as those services are part of an Individual Plan for Employment. Training facilities shall be selected to meet the job candidate's health, disability, and program needs. If these conditions can be met at a competitive cost by facilities in the state, these shall be preferred. Training facilities outside Iowa shall not be used unless they are approved for use by the VR agency in the state in which they are located.
- If the job candidate has been in a special education program, the IVRS Counselor should carefully consider the recommendations of the IEP Team. However, the IEP Team recommendations do not obligate the counselor to fund the program they recommend. The IVRS counselor should be involved in transition planning and working with the team to understand the informed choice opportunities they can work on with the student.
- C. Agency Expectations:**
1. As a part of the comprehensive assessment of vocational rehabilitation needs and development of the Individual Plan for Employment (IPE), the counselor will document in an R-413 the job candidate's ability to

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successfully complete the proposed training and work in the field after training is complete.

2. The job candidate and counselor will mutually agree on what constitutes satisfactory progress, both in the number of credit hours completed and grades earned.
3. No post-secondary training funds will be authorized for a student who owes a refund on a previous grant or is in default on any student loan, unless it has been documented that the student has made maximum efforts to work out a satisfactory repayment agreement. If the financial institution refuses to work out a repayment agreement and the counselor believes further training at the post-secondary level is necessary, the counselor and job candidate may request approval to proceed from the supervisor.
4. No training funds may be authorized for a person who is on financial aid suspension due to failure to make reasonable progress, as defined by the school, or who has been convicted of a drug offense, during the time period defined in the Higher Education Act. No training funds will be authorized for students who transfer between colleges, after being suspended from financial aid at one college, simply to bypass the financial aid suspension.
5. IVRS does not fund tuition, supplies, tools, room and board and transportation at 4+ year high school programs located on area community college campuses. IVRS may purchase tools or supplies for students in their last semester of a 4+ year program if the student has demonstrated the skills to work in the occupation for which he/she has been trained. Transportation and maintenance are the responsibility of the secondary school, unless it is for the student to interview for a job in their chosen profession.

Supported Employment Services may be purchased or provided to students starting their junior year of high school as part of an IPE. The file would not be closed until 90 days post-graduation if the case has stabilized.

6. Certifications/Memberships are only considered for payment if they are required to work and/or will greatly enhance the individual's chance of obtaining employment. IVRS supports prep classes in preparation for taking a Licensure based on the R-406 Financial Inventory.
7. IVRS does not fund to prepare an individual for extended (sheltered) employment, and therefore prevocational training is not funded either.
8. Training will be provided by entities which hold appropriate levels of certification. For Community Rehabilitation Programs (CRPs) this will generally be the Commission on Accreditation of Rehabilitation Facilities (CARF), Accreditation Council for Persons with Developmental Disabilities (ACDD), or the Joint Commission on Accreditation of Hospitals (JCAH).

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Entities approved by the Department of Human Services as a provider of Medicaid Waiver Services for Supported Employment Services are also considered to hold proper certification. Post-secondary training institutions are generally accredited by a regional association or a trade specific organization.

9. The long-term follow-up for supported employment must be identified in the initial IPE. If this is not possible at the time the IPE is written, the way it will be determined must be written into the IPE. For example, an IPE written for an individual on the Medicaid Waiver waiting list would state by when the individual would be off the list and at that time the long-term support would be assured. Another example may be where the natural supports cannot be identified until the individual is on the job so the employer will be identified later but the plan describes how that will be arranged.
10. When a job candidate is injured on a job during a Trainee OJT program or other community based training not covered by Worker's Compensation IVRS will pay for the medical care through the IVRS Worker's Compensation and the billing is sent to the Chief of Administrative Services.

D. Exceptions:

The following require an exception signed by the supervisor. Wage verification may also be required by the supervisor.

1. Exceeding the limits established in the "Financial Assistance for Post-Secondary Training" section.
2. Paying for D codes in a non-approved facility.
3. Not transferring a student's case file to the IVRS Counselor at the community college or Regent's Institution that the job candidate is attending, unless previous arrangements have been made. Not transferring a case file from the IVRS College Counselor to the IVRS Counselor in the region in which the job candidate resides when the job candidate has not found employment immediately after graduation, unless previous arrangements have been made.
4. Requesting funding for a job candidate who has defaulted on a student loan.
5. Paying for services for students in high school outside of the established and allowed services.
6. Providing driver's education for student's in high school.
7. Closing a case Status 26 with a goal of less than 10 hours per week.
8. Developing a stipend supported, unpaid Trainee OJT without using a Community Rehabilitation Program.

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FINANCIAL ASSISTANCE FOR POST-SECONDARY TRAINING

- A. Post-Secondary Training:** Funding for post-secondary training at a college or university is authorized according to the school year or classification of the student and not according to the type of program (i.e. academic or vocational, etc.) Calculations of financial assistance for post-secondary training are determined annually. Assistance shall be no less than 40 percent and no more than 60 percent of the cost of attending the least expensive in-state public institution for the year of instruction leading to a degree. The rates for each school year are established based upon the lowest community college rate for those students attending the first or second year of college, and the lowest Iowa Regent's institution rate for those students attending the 3rd year or higher of college. Published rates are based upon full time status, defined as 12+ credit hours per semester at a community college or 12 credit hours at an Iowa Regent's institution, and must be prorated for part-time status. Funding is prorated to an equivalent time period for those institutions not on a semester basis. Summer tuition rates are determined annually and range from zero funding to 60% of tuition and fees using the least expensive public institution for the year of study to calculate the amount. Paying more than the published tuition rate, or summer tuition, requires an exception.

Regardless of the institution the student attends, the tuition and fees authorized is consistent depending upon the level the student is in college (i.e. 1st and 2nd year of college or freshman/sophomore status; 3rd or 4th year of college and junior or senior status.) In this manner, the student may maximize the amount of funding received by attending a community college during the first two years of school or may exercise informed choice and attend a university instead. In all cases, the postsecondary institution in which the student is enrolled must be accredited by an entity by the federal Department of Education as having authority to accredit postsecondary institutions.

1. Second School Year or Less status or Freshman or Sophomore Status: Generally, a student is considered in the second year or less status when the student has earned less than 60 semester hours or 90 quarter hours or other hours that has not yet achieved an Associate of Arts degree. Students who attend colleges that compute hours acquired based on something other than traditional semester or quarter hours, but are attending in the first or second year, are only eligible to receive the established rate for a first or second year student. For an eligible student in second year or less status, the division shall pay no less than 40 percent and no more than 60 percent of the least expensive per-credit-hour tuition charged by an Iowa community college.
2. Third and Fourth School Year and Junior or Senior Status: A student is considered in the third or fourth year status if more than 60 semester hours or 90 quarter hours or other hours that has achieved an Associate of Arts level degree have been accumulated, and the student has not yet graduated with a Bachelor's degree, and is considered to have achieved

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the Junior or Senior status. Students who take graduate credits as part of their undergraduate program are only eligible to receive the established rate for a Third or Fourth Year/Junior or Senior status. Students who have not achieved at least the junior status continue to receive funding at the second year level.

3. Graduate/Post Graduate School: Generally, a student is considered to be in graduate school after having graduated with a Bachelor's degree but has not yet achieved the PhD or Ed.S diploma. Regardless of the program attended or the degree pursued, students who have been accepted into a program of graduate or postgraduate study receive the established rate for a Graduate/Post Graduate student. A student enrolled in a graduate or postgraduate school, notwithstanding #4 and #5 of this rule, the division shall pay no less than 40 percent and no more than 60 percent of the tuition charged by the lowest graduate school rate for an Iowa Regent's institution and according to the fee rate published by the division.
4. Medical School: Students eligible to receive tuition and fees authorized at the Medical School rate are students who are pursuing a Medical Degree (MD). Students pursuing a degree in chiropractic care do not qualify for this and are funded under the Graduate/Post Graduate rate. Students pursuing a nursing degree, physical therapy degree, or degree in Pharmacy do not qualify for this rate but are authorized under the Graduate/Post Graduate rate. Only students who will graduate as medical doctors (MD) or Doctor of Osteopathy (DO) are authorized according to the division published Medical School rate, which is not less than 40% and not more than 60% of the lowest Iowa Regent's institution. Students pursuing any other graduate degree in a medical arts program may be eligible for assistance under #3 of this rule.
5. Law School: Students eligible to receive tuition and fees authorized at the Law School rate must be attending a School of Law and will graduate with a law degree, Doctorate of Jurisprudence (JD). The published tuition fee rate will not be less than 40% and not more than 60% of the lowest Iowa Regent's institution rate.
6. On-Line Courses: Funding for on-line courses is funded according to the grade level rate the student is in school, or 40% and not more than 60% of the school costs, whichever is the lesser amount and in accordance with division published rates.
7. Other Training Programs: Students are funded according to the year the student is in school or not less than 40% and not more than 60% of the school cost, whichever is the lesser amount, and is in accordance with the division published rate. If the student has graduated from a college program, and then returns to school to study a different discipline, the student is considered to be starting over and is funded according to the year(s) the student is studying the new discipline, or at 40% - 60% of the actual costs of tuition and fees, whichever is the lesser amount, dependent upon the division published percentile rate. For training programs that run less than a semester, students are funded at the published semester rate for the two year or less status student or the published percentile rate, whichever is the lesser amount.

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8. Continuing Education Courses: Students are funded according to the 1st year and 2nd year tuition rates that are published or 40% - 60% of the cost to attend, whichever is the lesser amount, and is in accordance with the division published percentile rate.
9. Out-of-State Colleges and Universities: Students are funded according to the year they are in college as defined in 1-5 above; all other provisions in 6-8 apply.

B. Support Services for Post-Secondary Training: The following lists the support services that students may request in support of their program. All of the support services require an exception to be approved if the funding exceeds the established tuition and fees maximum.

1. Psychological testing costs to assist the student in documenting a disability to access disability support programs at the college are subtracted from the total amount of tuition and fees for one semester. For example, tuition and fees at the community college for one semester is \$750 minus \$500 for psychological testing equals \$250 authorized for that single semester. Psychological testing required for IVRS eligibility determination is paid by IVRS and is not subtracted from tuition and fees.
2. Transportation can only be provided when and to the extent that the cost is caused by participation in a program of VR services. For example, if the job candidate has to drive twenty miles each way to and from school, you could justify paying a maximum of \$.25/mile for forty miles of transportation in lieu of tuition each day the individual goes to classes (without an exception.) However, you could not justify paying mileage, in lieu of tuition, if the job candidate was not driving the miles to justify it.
3. Maintenance can only be provided to support participation in a program of VR services when the program results in extra expenses that have been incurred due to the rehabilitation plan. In some cases "additional costs" may be due to the lessening of the individual's ability to earn money due to participation in a vocational rehabilitation program. It would be legitimate to authorize post-secondary dollars under the financial rule for maintenance in a situation where a job candidate needed assistance and had to wait several weeks after classes started before financial aid was available.
4. Books and supplies can be provided in lieu of tuition and fees, not to exceed the financial guidelines, without an exception.
5. Tutoring is for courses that are part of the actual degree requirements only and may be provided when this service is not available for free through the school the individual is attending.
6. Certification and licensure fees – Certification tests that are a part of a course come under the financial limit of the tuition and fees standard. To pay more because of the cost of the tests requires an exception.

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Certifications and licensure fees that are not part of a course, such as the test to become an RN or bar exam, use the R-406 to determine the level of IVRS participation.

7. Developmental Courses – Courses that are necessary to assist the student to develop the academic background necessary to attend college may be supported as long as the individual maintains satisfactory progress. These classes are typically related to math, reading, and English so that the student may achieve a minimum level of success in college coursework.
 9. The funding for Developmental courses is based upon the rate for the first and second year and is in addition to the two-year maximum, or 40% of the tuition and fee cost whichever is the lesser amount.
- C. Comparable Services and Benefits:** A search for comparable services and benefits is recommended for all students to assist in covering non tuition/college expenses. A request for an exception will not be granted, except in extraordinary circumstances.
- D. Authorizations:** Completion of the Budget Worksheet and a discussion on financial planning is required yearly before any authorization for college is written. The authorization is written for as much of the school year as you expect the job candidate will be attending (usually Fall and Spring). When authorizing tuition and fees, you must indicate the number of credit hours and the rate per credit hour, which must be documented by a class schedule documenting the number of hours the job candidate is attending. Students at a Board of Regents institution may simply indicate full-time, if the individual is taking 12 hours or more. Authorizations not showing these items or exceeding the per credit hour fee for that school will be returned for correction, unless an exception has been approved.
- E. General Guidance:**
1. IVRS will develop with each job candidate with whom it appears post-secondary training may occur a list of activities in the IPE that will enhance their ability to access VR service in post-secondary settings.
 2. In the course of a post-secondary training program, IVRS allows an individual to drop or re-take up to 12 credit hours that were partially VR funded, without financial penalty, as long as the drop is approved by IVRS Staff. A program beginning with an AA degree and progressing to a BA degree is considered one program. After 12 hours are dropped or failed, an exception is required to pay for further training after a thorough review of the case. After one year of successful progress, as defined by the training program and identified on the IPE, an exception is no longer required unless additional problems occur at which point the exception requirement is reinstated. At Regents institutions, there is no additional fee for registration over 12 credit hours per semester. (Therefore, drops are not penalized so long as the registration remains full time – 12 hours or more.)

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3. If a job candidate fails a course and needs to re-take it, see item E.2 above. There is nothing in this policy that requires the counselor to fund any hours that have been failed or dropped, but it is only used as guidance when discretion is being considered.
4. GED expenses (books, tutoring, classes, and tests) are not considered post-secondary costs. They can be paid for in the same way as other services, using the R-406, Financial Inventory.
5. If a course can be taken as a certificate program or a degree program, IVRS participation will be determined using the established financial rate corresponding to the first or second year rate.
6. Paying for courses being audited are included in the 12-hour retake policy. Using this guidance, the IVRS funding of audited classes is at the counselor's discretion.
7. Students who desire to attend a college that specializes in services due to limitations posed by specific disabilities receive the same tuition and fees as established for the year the student is in college. Examples of these types of programs include but are not limited to: Gallaudet, NTID, Beacon College (FL), and Mitchell College (CT).
8. Waiting List: Sometimes a student may not yet be VR eligible or be on the waiting list when school starts. When the individual comes off the waiting list during the semester you may write a prorated authorization if:
 - a. there is evidence that the student is, has been, or will be successful in completing a college plan; and
 - b. an IPE has been written and agreed to by the counselor and job candidate; and
 - c. the prorated authorization is written to the college and it decreases a loan amount but does not decrease grant awards; and,
 - d. the prorated amount does not exceed the percentage of time the student has yet to complete in the current semester.
9. Job candidates will not be expected to pay anything for personal assistance services, reader services, or interpreter services needed to participate in the VR program. VR will not pay for these services when it is another program's legal responsibility.
10. For IVRS purposes, a medical residency is considered employment.

F. Exceptions:

1. Paying the junior or senior rate for students attending in their first year or second year of college at a university because the college program requires discipline specific courses to be taken at that level and to do otherwise would extend the number of years in college, (i.e. Architecture classes start in the Freshman year and to go to a community college would extend the college program beyond 4 years).
2. Paying more than the appropriate prorated amount for tuition and fees for a student whose IPE was developed after the semester has started.

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3. Purchase of a computer requires the completion of all necessary forms.
4. Authorizing beyond any of the provisions set forth in this procedural directive.
5. Tutoring for program entrance exams (such as SAT, LSAT, MCAT, etc.) are always exceptions to policy.
6. Issuing an authorization for tuition and fees without first completing the Budget Worksheet and discussing financial planning with the student, yearly; and not considering the grants and scholarships awarded to the student as part of their financial aid package.
7. Other class required extra expenses are items a class requires in addition to any books and supplies. These would include such things as: paints and brushes for an art class; a camera and film for a photography class; tools and equipment to study a specific discipline and similar items without which the class cannot be successfully completed. Tools and equipment purchased for a student to study a specific discipline should not be confused with the \$1500 purchase limit for job placement tools and equipment, unless it is part of the ISE program. A request for an exception must be submitted to the supervisor when the counselor and job candidate determine, through the development and use of the Budget Worksheet and financial aid, that there is not any other resource available to assist with these training purchases and they are essential to the completion of the IPE.
8. Course specific fees are extra class required expenses to take certain courses. These fees pay for access to specialized equipment or computer programs needed to learn the subject and require an exception approved by the supervisor.
9. Providing funding to a job candidate who is funded by the VA without documentation of the total cost of the program and the total amount funded by the VA.
10. Authorizing for summer school when the division has determined that there is no funding available for summer.
11. Authorizing for more than the published tuition and fee rate. Such exceptions require documentation of the financial aid award letter or the Student Aid Report which documents the expected family contribution (EFC) level. The EFC can be found as a number at the top of the SAR.
12. Exceeding the published rates only because it is the student's choice to attend a more costly institution.

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13. Exceeding the 12 hours of retaken classes.
14. Funding students that attend colleges that provide specialized services due to limitations posed by specific disabilities beyond the established and published rates.
15. Funding training if a student dropped or failed 12 hours.
16. Funding training without evidence of satisfactory progress of one year if the student has dropped or failed 12 hours.
17. Exceeding the published rate of the student's academic status for maintenance or transportation in lieu of tuition.
18. Use of American Commercial Colleges, Inc., including on-line courses.

REGENTS INSTITUTIONS

UNIVERSITY OF IOWA

All authorizations for tuition and fees, books and supplies, maintenance (room and board), and transportation, payable to the University of Iowa are sent Attention: University of Iowa Billing Office, 5 Calvin Hall, Iowa City, Iowa 52242. Put the job candidate's Social Security Number on all authorizations, since it is used as the student number.

Questions about financial aids may be directed to Bob Upmeyer, VR Financial Liaison at 319/335-3950 (FAX 319-335-3060).

IOWA STATE UNIVERSITY

Authorizations for tuition and fees are made payable to Iowa State University, Treasurers Office, Room 122, Beardshear, Ames, Iowa 50011. Authorizations for books and supplies must be separate from tuition and made payable to the job candidate, or Iowa State University Book Store, Memorial Union Building, Ames, Iowa 50011. Room and board would need to be payable to the job candidate.

Inquiries about financial aid can be made to the Financial Aid Office, room 12, Beardshear Hall, Ames, Iowa 50011, or telephone 515/294-2223.

UNIVERSITY OF NORTHERN IOWA

Authorizations for tuition and fees, books and supplies, and maintenance are made to University of Northern Iowa, Financial Aid Office, ATTN: Evie Waack, Gilchrist 225, Cedar Falls, Iowa 50614-0024. Correspondence study tuition should be made payable to the Office of Continuing Education and Special Programs, Correspondence Study, University of Northern Iowa, Cedar Falls, Iowa 50614-0223.

Questions about financial aid should be directed to Evie Waack at the financial aid office, 319/273-2700.

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